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ABSTRACT

A Local Collaborative Project was developed by an employers' association (Best of British Holidays), Evesham College of Further Education, the Department of Education and Science PICKUP Unit, and Hereford and Worcester Local Education Authority to train workers for the self-catering (travel and tourism) industry in England. During the project, contacts were established with employers, training needs for manual and clerical workers were determined, educational needs of managers were investigated, curricula were examined and new curriculum guides were developed as needed, certification was established, and preparations were made to implement a structured career program as part of the industry's move toward encouraging greater professionalism and job creation. A pilot course was conducted and reported successful, after which the curriculum was revised as needed. The project demonstrated how collaboration with industry can result in the design of an integrated program of training suitable for both unemployed and employed adults. (Curriculum materials, including course outlines and needs surveys of park operators and employees, are included in the appendixes.) (KC)

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REPLAN

Training for the Self-Catering Industry

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REPLAN

- REPLAN is a programme to promote the development of education opportunities for the adult unemployed.
- REPLAN aims to help those who provide education by identifying and publicising the most effective ways and means of meeting the educational needs of the unemployed, and by encouraging closer collaboration between the various providing agencies.
- The programme is funded by the Department of Education and Science and the Welsh Office; certain elements of the programme are also supported financially by the Manpower Services Commission. On behalf of REPLAN, the FEU and the National Institute of Adult Continuing Education (NIACE) are managing complementary programmes of development projects and NIACE is employing and managing an advisory team of field officers led by a national co-ordinator.
- Staff development programmes are being organised by NIACE in collaboration with the Regional Advisory Councils for further education, with participants drawn from a wide range of institutions and agencies in the statutory and voluntary sectors.
- Education Support Grants have been allocated to many local education authorities to strengthen the planning and co-ordination of provision for unemployed adults in their areas.
- For further information on REPLAN, contact:
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Training for the Self-Catering Industry

An example of college/employer collaboration in training for the unemployed adults

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YATTENDON, ENGLAND

FOREWORD

Background

This report summarises a project carried out for FEU in its series of REPLAN curriculum development projects, by staff of Evesham College of Further Education. It is of particular interest in that it shows how PICKUP and REPLAN initiatives can be planned on a complementary basis to the benefit of an industry, those working in it and those seeking employment in it. The REPLAN project was conceived to add a preparatory element to a training scheme already being developed. There is potential for similar developments in other areas of industry where employment opportunities are available for those currently unemployed and needing basic skills training to fit them for such employment.

The establishment of the full training scheme for the industry involved a high level of collaboration between the college and employers, and resulted in the establishment of an industrial training organisation with approved status.

Content

The course designed during the REPLAN project consisted of core units in communications, health and safety, and practical work experience, with optional units concentrating on reception, maintenance and servicing. This preparation training with accreditation enables participants to progress to further education and training through the industry-based National Training Programme, or to other national vocational qualifications, or directly to employment. Full details of the contents of the course units can be found in Appendix 8 of this report.

Conclusions

The methodology adopted by the project team offers a model for many other developments in PICKUP and REPLAN. The results were, in some ways, rather disappointing, but the reasons for this, such as the difficulties of carrying out reliable analyses of need for the leisure industries and for this target group, the problems of planning and delivering provision in rural areas, and the lack of familiarity of the unemployed with education and training systems, provide in themselves useful evidence and guidance for others working in this and similar fields. Despite these difficulties, Evesham College was able to carry out a pilot scheme which can be refined and built on as a useful part of the wider scheme for the industry.

The ways in which the project team tackled the needs analysis, curriculum design, staff development and issues of accreditation and progression were all simple but showed the potential to be both comprehensible and effective after further development.

Who is this document for?

This report is intended to assist those concerned with the planning and delivery of REPLAN programmes, particularly in areas where employment opportunities exist in the leisure industries.

Comments and enquiries

This is one of a small number of FEU projects which have focused on training for the leisure industries. FEU is interested in investigating this area further, and would welcome comments on this document or on potential related future developments. Comments and enquiries should be addressed to Liz Weightman (tel: 01-934 9415).

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Deputy Chief Officer
Further Education Unit

CONTENTS

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1 BACKGROUND

1. In 1984, discussions between college management at Evesham College of Further Education and local employers in camping and caravanning concerns identified the need for the development of education and training provision for the self-catering sector of the leisure industry. In particular, these early discussions recognised the need to develop a partnership between the industry and education and training providers.

2. The outcome of the early consultation process was a partnership between the employers' association (Best of British Holidays), Evesham College of Further Education, the Department of Education and Science PICKUP Unit, and Hereford and Worcester Local Education Authority. This partnership became established as a Local Collaborative Project (LCP)*.

3. The objectives of the LCP were to:

- establish contact with employers in the self-catering industry;
- determine training needs for manual and clerical operatives;
- investigate the extent to which education and training was required at management level;
- examine existing syllabuses and their appropriateness to the industry, and recommend adaptation or new curricula as appropriate;
- secure approval from validating bodies for certification of any training courses;
- prepare groundwork for the implementation of a structured career programme as part of the industry's move towards encouraging greater professionalism and job creation;
- establish the nature and extent of the market for training.

4. Although LCPs are local projects and the initial area of concern was identified as the Midlands, it was recognised that the results of the LCP would be of wider significance and could be applied to the self-catering industry throughout the country.

5. An LCP project team was appointed at Evesham College and worked under the general supervision of the Vice-Principal.

6. In addition to research carried out by the LCP, the Henley Centre for Forecasting was commissioned to assess labour market demand and future training requirements within the self-catering industry.

* LCPs give financial support to employers and education and training providers to work together to define employers' in-service training needs at a local level and decide how best to meet them.

7. The Centre's preliminary report, *Development within the Self-Catering Holiday Sector*, provided a valuable source of detailed information on development. Of particular interest was the evidence showing a growing emphasis on self-catering holidays and the urgent need for a training programme for the industry, which would include both pre-service and in-service opportunities.

DEVELOPING A TRAINING PROGRAMME

8. As a result of recommendations from the LCP and the Henley Centre report, further consultations took place between education and training providers and employers to determine a training programme for the self-catering industry.

9. The suggested structure included four levels of training:

Level I **Management** – Composed of four units: Park Administration; Law; Land Management; Finance and Accounting for Park Managers. Syllabuses for each of the units were prepared by small development teams consisting of consultants from the industry together with a member of the college staff. These syllabuses were then submitted to the Business and Technician Education Council (BTEC) for validating as centre-devised continuing education units.

Level II **Operative** – (for maintenance, administration and supervisory staff). Small development teams prepared syllabuses for eleven units or areas of work. Each unit is validated by City and Guilds of London Institute and carries with it an appropriate skill test. The successful completion of three core units together with three optional units entitles trainees to the award of a City and Guilds Certificate in Park Operations, Level 2 (C&G 395). (See Appendix 1 Section II.)

Level III **Youth Training Scheme (YTS)** – A 100-place scheme was given approval by the Large Companies Unit of the MSC on 12 February 1987. (See Appendix 1 Section II.)

Level IV **Preparatory Skills Training** – A basic skills training programme for unemployed people wishing to seek employment in the industry. (For further details see Appendix 1.)

2 THE PROJECT

10. In order to develop the preparatory skills training for unemployed people (Level IV), Evesham College was granted funding for an FEU REPLAN project. The aims of the project were to investigate the basic training requirements of unemployed adults wishing to work in the self-catering industry and to design and pilot a relevant curriculum. (See Appendix 2.)

11. The project's objectives were to enable unemployed adults to find both temporary and permanent employment in the self-catering industry and to provide a basis for progression to further education and training, or employment in other sectors of the leisure industry.

12. A steering committee was formed to support the development of the project; members included employers' representatives and members of the LCP.

13. Preliminary stages included the secondment of the project worker to Leedons Caravan Park for three months to gain an awareness of the industry and its training needs. Project staff also visited self-catering parks in other regions to appraise opportunities for employment and training requirements.

14. It was also agreed at an early stage that data collected during the project would be entered on a database system which could be accessed by other colleges. The FEU database system *Employers' Training Requirements* was chosen for this purpose.

15. Other relevant projects were also consulted by project staff in order to avoid duplicating existing work and to benefit from their experience. A full list of these complementary projects is given in Appendix 4.

16. The project work was designed in four phases:

Phase I: Analysing needs
Phase II: Curriculum design
Phase III: Pilot course
Phase IV: Evaluation and review

3 PHASE ONE: ANALYSING NEEDS

INTRODUCTION

17. The analysis of training needs concentrated first on an assessment of the competences and skills employers in the industry require of their employees. The project team then went on to seek employees' perceptions of the kinds of skills and training they needed to be able to meet employers' requirements.

18. Three main strategies were employed:

- discussions with park employers and staff;
- survey of employers;
- survey of employees.

DISCUSSIONS WITH PARK EMPLOYERS AND STAFF

19. Interviews were held with park owners who were members of British Holiday and Home Parks Association and Best of British Holidays Ltd in order to form a check-list of skills required by casual workers at their parks (see Appendix 7). Other relevant organisations, such as local tourist boards, were also contacted.

20. From these preliminary discussions, two questionnaires were devised, one for employers and the other for employees.

SURVEY OF EMPLOYERS

21. The employers' questionnaire (Appendix 5) was used to establish an overall view of the training requirements of the self-catering parks and to complement the research undertaken by the LCP.

22. In order to obtain information on employer needs in a wide range of parks, research was carried out in ten regions. A total of 58 parks and operators were visited and 36 questionnaire responses obtained.

23. The information from the survey revealed that 34% of staff employed were recruited by word of mouth, 25% from newspaper advertising, 19% from Jobcentres, 15% from the family, 4% from schools and 3% from colleges of further education.

24. Self-catering park employers generally felt that the desirable age range for employees was between 18 and 25 years, although older people were accepted. The majority of employers surveyed did not consider recruiting school-leavers for the following reasons:

- immaturity;
- lack of experience;
- underdeveloped sense of responsibility;
- lack of a structured training programme.

The awareness of the opportunities and benefits of using training providers was fairly low, although reception and office skills were identified by the employers as the most important skills requiring training. Some importance was also attached to basic training in the use of computers.

SURVEY OF EMPLOYEES

26. Out of 36 questionnaires circulated, 14 were returned by employees. This sample is too small for any reliable conclusions to be drawn and the project drew on additional sources of information, such as employers' contracts, in order to analyse training needs. The results of the employee survey showed that about one third of the sample were employed on a part-time or casual basis and that employees, with the exception of catering and administration staff, were frequently expected to be flexible and able to tackle any aspect of the work. A copy of the questionnaire can be found in Appendix 6.

27. All the employees returning questionnaires thought that formal training was necessary and many felt that, if a structured training programme became a reality, they would consider looking towards this sector of the leisure industry for permanent employment.

GENERAL CONCLUSIONS

28. General conclusions from the needs analysis suggested that a curriculum should be designed to include a practically based system providing accreditation and progression for the trainees. The provision of a practical curriculum with the emphasis on the development of transferable skills would satisfy the workers' and employers' needs and give easy access to other programmes of training and qualifications within the leisure industry.

29. More specifically it was identified from the needs analysis that:

- most of the training should be undertaken on the job, with the employer participating as a member of the course team;
- there should be a period of off-the-job training at a college;
- assessment should be continuous throughout the training;
- there was a need for flexible delivery systems, possibly involving mobile workshops (see Appendix 1).

30. In addition, training would need to be designed with a wide choice of progression routes to further education and training and to employment in other sectors of the leisure industry.

31. The benefits of training would need to be emphasised to employers. Trained personnel reduce the amount of time the employer has to spend with an individual, and allow more time for business development.

4 PHASE TWO: CURRICULUM DESIGN AND DEVELOPMENT

32. In response to the needs analysis, college staff identified the following aims for the training programme:

- to provide trainees with a range of skills, particularly those which are transferable from one context to another within caravanning, camping and related self-catering and other customer service occupations;
- to provide an opportunity for trainees to acquire a vocational qualification in caravan park operation, travel, tourism, recreation or leisure;
- to provide a framework for trainees' individual personal development which would enable them to make a positive contribution to the industry;
- to enhance trainees' employment prospects in the self-catering industry and other sectors of the leisure industry.

33. The course structure was designed to include three core units and three optional units, as shown below:

CORE UNITS	OPTION UNITS
Communication	*Reception*
Health and safety	*Maintenance*
Practical work experience	*Servicing*

34. The contents of the course units can be found in Appendix 8. The course was designed as preparation training which could lead into levels I or II of the self-catering industry's training programme (see paragraph 9).

35. The following elements were included in the course design:

- an induction and initial assessment programme;
- negotiation of individual programmes;
- on-the-job training at caravan parks;
- off-the-job training in college;
- continuous assessment of individual performance in respect of on- and off-the-job training;
- individual reviews of progression with each trainee at least once a week;
- guidance and counselling available on a continuous basis.

36. An individual trainee certificate detailing achievements and competencies was designed for each unit. Successful completion of all units would be required for a full award. An industry-led Quality and Standards Panel would monitor these training standards and award the certificates (see Appendix 2). Trainees would also have the opportunity to acquire City and Guilds vocational qualifications where relevant.

5 PHASE THREE: THE PILOT COURSE

37. The pilot course was initiated to test the curriculum design described in Section 4 and Appendix 8.

38. The course was timed to coincide with parks preparing to open for the season, when employers were willing to offer work experience placements.

PROMOTION AND RECRUITMENT

39. Recruitment was undertaken at two Jobcentres; one in Evesham itself and the other in Pershore. A member of staff from Evesham College spent a morning at each of the Jobcentres to deal personally with enquiries. Before these visits, posters and pamphlets were circulated to the two Jobcentres whose staff helped to publicise the course and give advice.

40. The local tourist board agreed to mail details of the course to each of their clients. Unfortunately, the response to this mail shot was poor.

41. The local REPLAN network, organised by the Authority's REPLAN development officer, offered use of its mailing list facilities. Publicity material was circulated to the following organisations:

- Citizens Advice Bureaux
- Community centres
- Social services
- Youth centres
- Jobcentres
- Community Programme schemes
- Parish clerks
- Pershore and Evesham Leisure Centres

THE TRAINEES

42. At the end of the 12-week recruitment period there were many enquiries about the planned pilot course. From these enquiries, 15 trainees were selected.

43. Eventually eight people attended the course, with the cost of travel being the most significant factor in determining attendance. These eight trainees came from different backgrounds, the majority having no previous qualifications. The age range varied between 18 and 60. There was only one female trainee.

THE PILOT COURSE

44. The programme commenced on 6 March 1986. After a brief induction tour of the college facilities, the trainees began practical workshop activities. During the first day, trainees were interviewed informally to ascertain their backgrounds and experience. These interviews identified the following:

- none of the trainees lived locally;
- some trainees were hoping to acquire a working knowledge to enable them to apply for positions as park managers;
- one trainee was already working part-time on a small park owned by his father and wanted to broaden his experience.

45. Work placements were organised at Rayford Caravan Park and supervised by college staff. Trainees undertook a variety of work which included:

- blocking up and levelling a new hire fleet of five caravans;
- shuttering and concreting step slabs for the same fleet;
- checking plumbing on another 22 hire vans and effecting repairs where necessary;
- making up and connecting foul and waste pipes for the new hire fleet;
- equipping a new hire fleet.

46. Off-the-job training at college was primarily concerned with basic brickwork, woodwork and decorating techniques to supplement the experience that the trainees were gaining on site.

47. The actual time spent in the college workshop amounted to 32 hours, made up of four six-hour blocks and four two-hour blocks. Individual study programmes were devised for each trainee, depending on ability and experience. Details of the topics covered can be found in Appendix 9.

48. Staffing difficulties on the pilot course restricted the amount of time devoted to the Communication and Reception units, although the quality of what was accomplished was adjudged to be excellent by the participants.

49. Local employers were generous in their support of the programme, the trainees were highly motivated and staff involved on the course team committed themselves wholeheartedly not only to running the pilot programme but also to designing and developing the curriculum.

50. Overall, the aims and objectives were achieved, particularly in the area of basic practical skill training for employment in the industry. Employer involvement, trainee motivation and staff commitment were all crucial factors in achieving the curriculum design and development objectives.

6 PHASE FOUR: EVALUATION & REVIEW OF THE PILOT COURSE

51. The following arrangements were made to evaluate the outcome of the pilot course:

- interviews with employers;
- oral assessments by tutors of individual trainees' abilities;
- written and oral reports from trainees;
- practical skill tests.

EMPLOYERS' VIEWS

52. Written reports on trainees were received from the employers who provided the work experience and from those who assisted the college tutors with the course design and programme. Their reports indicated that the employers could see the benefits of working with a training provider, which resulted in improved output from trained staff.

TRAINEES' VIEWS

53. The programme was completed with an oral debriefing session from which these points emerged:

- basic bookkeeping was thought by some trainees to be a desirable component of the programme;
- paper-hanging was considered by the majority to be unnecessary;
- some parts of the syllabus, which were only partially covered because of the time constraints, were considered to be essential. These included plastic pipework, installation of cisterns, and basic electrical maintenance;
- the trainees were very positive about both the reception and communication modules and would have liked to have been able to spend much more time on them.

54. Written accounts from those who completed the programme were favourable. Trainees were aware that newly acquired skills would assist with job prospects. Three trainees obtained full-time permanent employment, and two secured temporary employment on a caravan park as a direct result of their attendance on the course. Trainees noted that flexible delivery of the programme, particularly of the off-the-job training, would have facilitated attendance.

TEAM MEETINGS

55. Team meetings were held weekly by college staff, to analyse problems and evaluate the course units.

ASSESSMENT AND QUALITY CONTROL

56. The Quality and Standards Panel of the employers' training organisation accepted responsibility for:

- assessing the curriculum/content;
- assisting with monitoring and review of the programme and the training standards involved;
- overseeing site standards, including safety;
- approving the standard of skill tests;
- awarding certificates to successful students.

REVISED CURRICULUM DESIGN

57. A major difficulty in structuring an integrated curriculum was designing the practical work experience. The problems encountered were due to the programme/pilot course being organised only on a local basis with the co-operation of a very small number of park employers. An improved programme would need a greater variety of practical work experience opportunities.

58. Staff development needs were identified as:

- secondment of college staff to industry;
- secondment of staff from industry to college;
- increased opportunities for staff updating;
- increased opportunity for the development of cross-college teams.

7 SUMMARY OF MAIN FEATURES

59. The project demonstrates how collaboration with industry can result in the design of an integrated programme of education and training which is suitable for both unemployed and employed adults. The relevance of the project and the National Training Programme extends beyond the scope of REPLAN into adult training and updating for those in employment (PICKUP).

60. In particular, this broad relevance is demonstrated in the methods of needs analysis where local labour market intelligence, labour market forecasting and surveys of employers and employees were used to design programmes for both the employed and unemployed.

61. The design of the curriculum allowed for transferability between different sectors of the leisure industry as well as progression into employment and further education and training. The curriculum model also offered progress from operator to managerial training.

62. The inclusion in curriculum design of an induction phase helped to ensure that training was based on students' previous experience and that individual training programmes could be negotiated. The significant amount of practical work experience in the course content was the result of expressed employer and employee needs.

63. From the pilot course evaluation it became evident that increased flexibility in terms of delivery would be appropriate and that open learning methods and mobile learning centres should be considered in future.

64. Appropriate publicity, which explained the benefits of training for the unemployed and which was distributed through various agencies and networks, was essential for recruitment to the pilot scheme.

65. The involvement of employers in the assessment of work experience was the result of the collaboration within the industry. The value of the accreditation system in terms of employment was enhanced by the accreditation being industry-led, with a Quality and Standards Panel monitoring courses and collaborating with staff over assessment.

66. Evaluation of the course was designed to include responses from employers, college staff and trainees, and to use both quantitative and qualitative methods.

67. Staff development to support the course included the secondment of staff to industry. Further staff development could have included the use of industrial consultants and courses for staff giving an introduction to the characteristics of adult learning.

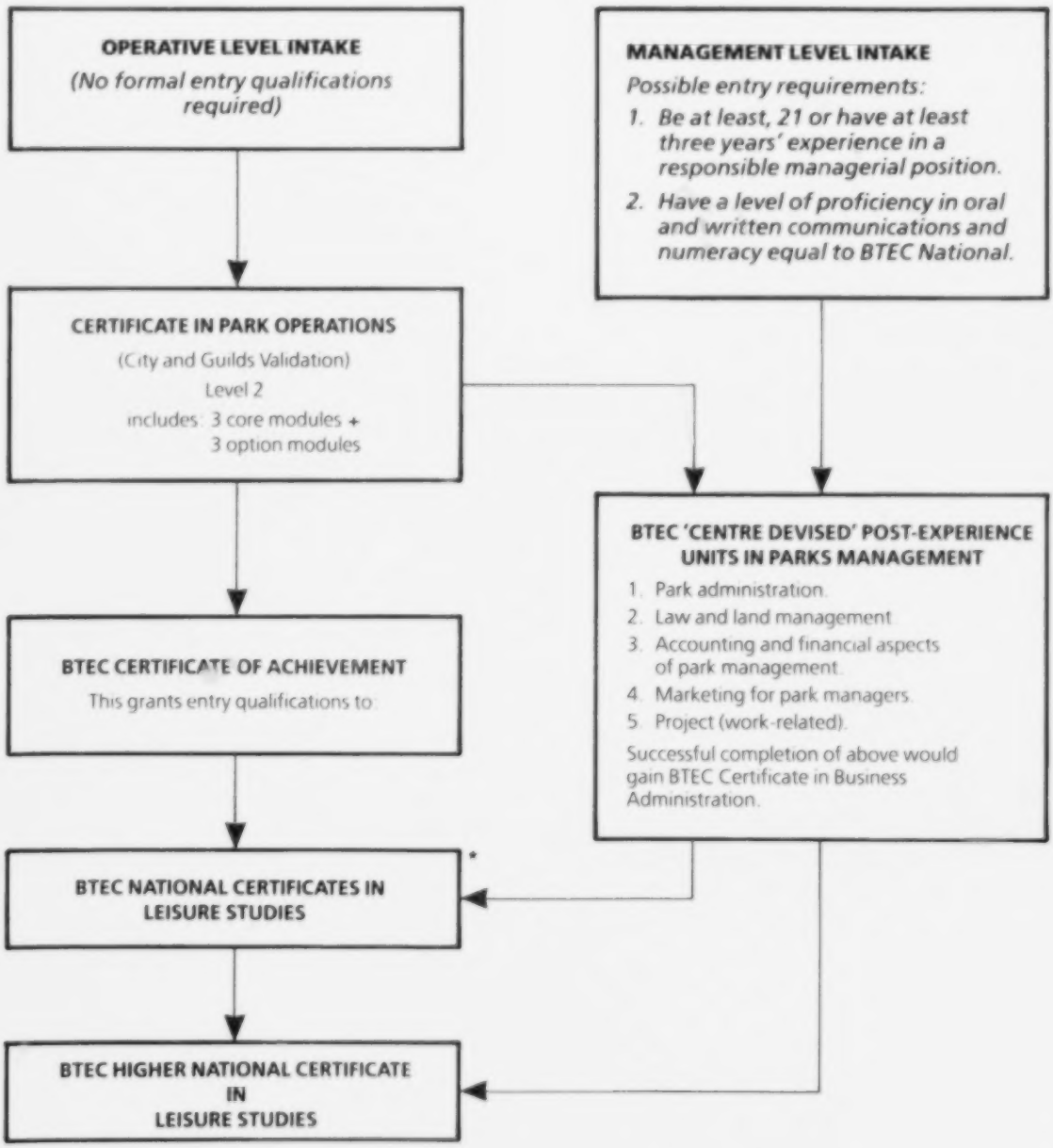
APPENDICES

Section I:
Outline of National Training Programme

CARAVAN, CAMPING AND RELATED SELF-CATERING INDUSTRY

Training provision at operative and management levels

Diagrammatic outline of possible routes of study provisionally agreed with BTEC by the project team


OPERATIVE LEVEL INTAKE
(No formal entry qualifications required)
MANAGEMENT LEVEL INTAKE
Possible entry requirements:
1. Be at least, 21 or have at least three years' experience in a responsible managerial position.
2. Have a level of proficiency in oral and written communications and numeracy equal to BTEC National.
CERTIFICATE IN PARK OPERATIONS
(City and Guilds Validation)
Level 2
includes: 3 core modules + 3 option modules
BTEC 'CENTRE DEVISED' POST-EXPERIENCE UNITS IN PARKS MANAGEMENT
1. Park administration.
2. Law and land management.
3. Accounting and financial aspects of park management.
4. Marketing for park managers.
5. Project (work-related).
Successful completion of above would gain BTEC Certificate in Business Administration.
BTEC CERTIFICATE OF ACHIEVEMENT
This grants entry qualifications to:
BTEC NATIONAL CERTIFICATES IN LEISURE STUDIES
*
BTEC HIGHER NATIONAL CERTIFICATE IN LEISURE STUDIES

* Could give possible 50% exemption

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

Information Sheet on the National Training Programme

☐ Course units have been designed to bring to the industry a structured career training programme in line with other areas of the leisure industry. It represents one further step towards improving the image and professionalism of the industry, both in its own eyes and those of its customers.

☐ The content of every unit has been the joint effort of experts within the industry, consultants to it and education and training providers.This has ensured that the courses are designed specifically for holiday and home parks.

☐ The units are validated by the City and Guilds of London Institute and/or The Business and Technician Education Council and this ensures a quality and standard of training which employers can rely on. However, there is absolutely no obligation for anyone attending the courses to take the necessary skill test which could gain them a certificate from one or other of these bodies although it is hoped that people will attempt such skill tests and bring to themselves and to the industry appropriate qualification.

☐ **Management courses:** will consist of sixty hours of tuition and training in each unit spread over four two-day seminars between the months of October and March. Entrants will normally be over 21 and have a level of competency in numeracy and literacy, although no formal entry requirements will be needed.
Those wishing to gain a B/TEC qualification will be awarded a Certificate of Achievement on the completion of a unit and the overall nationally recognised qualification of Certificate in Business Administration (British Holiday and Home Parks) will be awarded on the completion of the four units, plus a work based project. The assessment is not by formal examination but by continuous assessment of a limited number of assignments completed throughout the duration of the course.

☐ **Operative level courses:** are intended to increase the effectiveness of those in a maintenance/administrative or supervisory job of work on a park whether management or not.
These will consist of 30 hours of training and will be offered in one week blocks (five days).
Emphasis in all these units will be on a practical job related training and participation to improve efficiency. A City and Guilds skill test is available for each unit at the appropriate level, but again this is entirely optional.
For employees wishing to gain a qualification at this level the City and Guilds are offering a Certificate in Park Operations for those successfully completing six units three of which will be specified core units (Further details of this scheme are available from Evesham College of Further Education or City and Guilds of London Institute).

Continued >

☐ **Learning material:** In each of the areas of management training, industry specific material is being produced by experts and should be available throughout 1987. This material will be of a high level of technical content, professionally packaged and marketed.

These training packages will be of value to:

i Owners/Managers wishing to update their knowledge but who do not wish to undertake a formal training course.
ii Those pursuing a course of study leading to the qualifications outlined in this information sheet.
iii Companies who provide their own in-house training, as supplementary training material.
iv New entrants to the industry who have no formal training in its operation.

☐ **Open learning:** As this material becomes available it will be possible to offer the Management level courses on an open or distance learning basis with tutor support. Further details of this will be publicised at a later date.

☐ **Mobile workshops:** Designed to bring training to the trainees in the form of one or two day seminars. At present the mobile workshops cover the areas of Reception skills; Telephone techniques and Communications. The various workshops under these headings can be mixed and tailor-made to your needs. This is an ideal training mode for large companies or for branches of the B.H.H.P.A. and reduces the amount of time trainees are absent, travel costs and overnight stays.
Other areas of training are planned to be offered in this way during 1987.
Cost of workshops on request.

☐ **Course Fees:** ***Management level*** £142 per unit + £6 B/TEC registration fee for those wishing to take the appropriate qualification.
Operative level £52 plus £10 per unit for City and Guilds skill test fee.

The appropriate fee should accompany all applications for entry on the courses.

☐ **Venue:** Evesham College of Further Education is situated in the beautiful Vale of Evesham which is renowned for its orchards and market gardens.
The town of Evesham lies on the banks of the River Avon and is some 16 miles equi-distant from Stratford upon Avon, Worcester and Cheltenham. The Cotswolds are easily accessible. There is also a good rail service to London.

ADULT TRAINING CAMPAIGN

PICKUP

EFFECTIVE TRAINING for Managers

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Park Administration

AIMS:
To enable managers or potential managers to gain a greater understanding of the management skills and knowledge necessary for the effective day to day running of a modern residential or holiday park.

CONTENTS OF UNIT:
The regulations governing site licences
Provision and marketing of park amenities
Principles of good park layout and design
Business operations in the areas of documentation, control of costs and cash handling and control
Recruitment and management of staff
Effective training and organisation
Customer relations as a form of marketing
Effective management and organisation
Operation of clubs and licensed premises

DURATION OF COURSE:
60 hours spread over a series of 4 two-day seminars

LOCATION:
Evesham College of Further Education

COURSE DATES:

SERIES I	*SERIES II*
18-19 March 1987	4-5 November 1987
8-9 April 1987	9-10 December 1987
13-14 May 1987	27-28 January 1988
10-11 June 1987	9-10 March 1988

EFFECTIVE TRAINING for Managers

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Finance and Accounting for Park Managers

AIMS:
To provide park managers or potential managers with a greater understanding of accounting information to enable them to prepare, analyse and use accounting data as an aid to decision making.

CONTENTS OF UNIT:
Analysing capital and revenue expenditure; trading and non-trading revenue
Methods of measuring business activity
Use of budgetry control and cash flow statements
Costing and pricing policies and the recovery of overheads
Capital investment appraisal
Identifying relevant sources of finance for asset purchase
Consideration of the main aspect of taxation and allowances affecting park management
Interpreting park trading, profit and loss accounts and balance sheets
Making effective use of working capital
Distinguishing between liquidity and profitability

DURATION OF COURSE:
60 hours spread over a series of 4 two-day seminars

LOCATION:
Evesham College of Further Education

COURSE DATES:

SERIES I	*SERIES II*
16-17 March 1987	26-29 October 1987
6-7 April 1987	2-3 December 1987
11-12 May 1987	20-21 January 1988
8-9 June 1987	2-3 March 1988

EFFECTIVE TRAINING for Managers

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Marketing for Park Managers

AIMS:
To provide park managers or potential managers with a sound understanding of marketing principles and their application to park operations.

CONTENTS OF UNIT:
The growth of tourism in the U.K. and its implications for the parks industry
Main competitor markets in the U.K. and abroad
The tools of good marketing, promotion, public relations and advertising
Developing and implementing a marketing plan
Monitoring and evaluation of effectiveness of marketing plan
Product development:-
- Responding to customers changing needs
- New methods of expanding your market
- Maximising visitor spending

DURATION OF COURSE:
60 hours spread over a series of 4 two-day seminars

LOCATION:
Evesham College of Further Education

COURSE DATES:

SERIES I	*SERIES II*
9-10 March 1987	26-27 October 1987
1-2 April 1987	Nov 30-1 December 1987
4-5 May 1987	18-19 January 1988
1-2 June 1987	Feb 29-1 March 1988

EFFECTIVE TRAINING for Managers

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Law and Land Management

AIMS:
To develop managerial skills in land management and the related legal aspects. To provide an understanding of the practical implications of the legal structure surrounding park management and the basis on which to deal effectively with the practical problems arising.

CONTENTS OF UNIT:
The Law as it relates to the principles of Occupiers Liability, Health and Safety policy and the areas of Negligence and Nuisance
The Law of Contract with particular reference to park management
The nature of Town and Country Planning control in the U.K. and the granting of site licences
Public Health regulations with regard to caravan parks
Evaluating alternative forms of development
Limitations on the development of pitches, services and buildings
Obtaining grants
Preparing a Business Development Plan

DURATION OF COURSE:
60 hours spread over a series of 4 two-day seminars

LOCATION:
Evesham College of Further Education

COURSE DATES:

SERIES I	*SERIES II*
11-12 March 1987	2-3 November 1987
3-4 April 1987	7-8 December 1987
6-7 May 1987	25-26 January 1988
3-4 June 1987	7-8 March 1988

EFFECTIVE TRAINING *for Wardens & Operatives*

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Plumbing, Sanitation and Electrical Maintenance

AIMS:
To provide an understanding of the workings of the plumbing, sanitation and electrical systems and appliances likely to be used on a modern holiday and home park.
To develop the practical skills needed to properly operate and maintain those systems.

CONTENT OF UNIT:
Instruction and practice in:-
- Joining and fixing all types of pipe likely to be used in cold and hot water systems on a modern holiday and home park; to include copper and plastic pipe fittings.
- Connection of various appliances and fittings to their respective systems
- Repairs to fittings, taps, stop valves and burst pipes
- Over-wintering techniques
- Renewal of washers in ball-valves and diaphragms in cisterns
- Locating and replacing faulty fuses
- Replacement of electric water heaters, kettle elements, cooker rings and electric fire radiants
- Use of electrical test and diagnostic equipment
- Health and Safety procedures

DURATION OF COURSE:
One week block

LOCATION:
Evesham College of Further Education

COURSE DATES:
Weeks commencing:
9 March 1987
6 April 1987
28 Sept 1987
12 & 26 October 1987
9 November 1987

EFFECTIVE TRAINING *for Wardens & Operatives*

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Communications

AIMS:
To develop the communication skills required to maintain the smooth functioning of a modern holiday and home park.
To improve the ability to maintain, foster and improve good public relations, and to resolve problems promptly and effectively.

CONTENTS OF UNIT:
The importance of non-verbal skills, particularly dress and facial expression and gesture in creating a positive atmosphere
The skilled use of language, both oral and written as a means of:-
1. Anticipating, preventing and minimising conflict between members of the public
2. Responding flexibly and sensitively to a wide range of difficult situations
3. Promoting and marketing the park
Receiving and interpreting information by telephone, personal contact and television

DURATION OF COURSE:
One week block

LOCATION:
Evesham College of Further Education

COURSE DATES:
Weeks commencing:
2 & 16 March 1987
6 April 1987
5 & 19 October 1987
2 & 16 November 1987

EFFECTIVE TRAINING *for Wardens & Operatives*

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Basic Landscaping and Maintenance

AIMS:
To develop the skills needed to carry out basic landscaping and maintenance operations on a modern holiday park.

CONTENTS OF UNIT:
Landscape construction:-
- Use of appropriate levels, excavation and laying of land drains
- Laying of bases, footings paving and concrete
- Building of walls in brick, stone and blocks
- Maintenance of land drains
- Planting and pruning techniques for trees and hedges
- Preparation, sowing and maintenance of areas of lawn
- Operation of a range of grass mowing and maintenance equipment
- Application of growth regulators, weed control agents and pesticides

Maintenance of decorative areas:-
- Fertilizers, plant selection, setting out, paving and rock gardens

DURATION OF COURSE:
One week block

LOCATION:
Pershore College of Horticulture, Avonbank, Pershore, Worcs.

COURSE DATES:
Weeks commencing:
2 & 16 March 1987
27 April 1987
5 & 19 October 1987
2 & 16 November 1987

EFFECTIVE TRAINING *for Wardens & Operatives*

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Computer Application to holiday and home parks

AIMS:
To gain an understanding of the range of computer equipment now available and its effective use in park management and control systems.
To provide practical expertise in the use of computer operations.
To provide guidelines which will allow the selection of appropriate hardware and software and its effective implementation.

CONTENTS OF UNIT:
Comparison of manual and computerised systems
Main features of computer systems and the range of equipment available
Operation of the components of a computer system, keyboard, V.D.U., use of storage media, printer and network systems
Practical application and use of a range of software related to park operations, booking systems, spread-sheets, database, accounting packages etc.
Ensuring accuracy, security, privacy and the need for control and audit
Factors to be considered when choosing and implementing computer hardware and software

DURATION OF COURSE:
One week block

LOCATION:
Evesham College of Further Education

COURSE DATES:
Weeks commencing:
6 April 1987
28 September 1987
12 & 26 October 1987
9 November 1987

EFFECTIVE TRAINING *for Wardens & Operatives*

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Use and maintenance of Parks Machinery and Power Tools

AIMS:
To provide training in the use of a wide range of parks machinery and power tools
To develop an appreciation of the practical and legal limitations of this type of equipment
To develop the skills needed to carry out routine service and maintenance requirements of such equipment.

CONTENTS OF UNIT:
Instruction and practice in the operation and maintenance of:-
Grass cutting machinery, namely; cylinder, gang, rotary and flail mowers
Chainsaws, hedge trimmers, strimmers and brush cutters
Specialist power tools such as Kango type vibro hammers and spray pump units
Training in the servicing of two-stroke and four-stroke petrol and compression ignition engines
Health and Safety procedures relating to all the above

DURATION OF COURSE:
One week block

LOCATION:
Evesham College of Further Education

COURSE DATES:
Weeks commencing:
2 & 16 March 1987
27 April 1987
5 & 19 October 1987
2 & 16 November 1987

EFFECTIVE TRAINING *for Wardens & Operatives*

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Caravan maintenance and the use of Liquified Petroleum Gas

AIMS:
To provide a broad understanding of the design and construction of caravans and mobile homes.
To develop the skills needed to properly maintain those units.
To provide training in the correct procedures for siting and connecting to services, caravans and mobile homes.
To provide training in the safe operation and basic maintenance of L.P.G. equipment and appliances.

CONTENTS OF UNIT:
Instruction and practice in:

- Jacking-up and levelling a caravan/mobile home
- Connection of a caravan/mobile home to park services
- Diagnosing and rectifying faults with internal and external fixtures and fittings on a caravan /mobile home
- Locating and arresting the ingress of water into units
- The operation of L.P.G. equipment and appliances used on a modern holiday park
- Stripping down, cleaning and carrying out basic repairs on L.P.G. appliances
- Checking and cleaning flues and fixed ventilators

Emphasis will be placed on the importance of knowing and observing safety regulations and procedures with regard to the use and storage of L.P.G. equipment and cylinders

DURATION OF COURSE:
One week block

LOCATION:
Evesham College of Further Education

COURSE DATES:
Weeks commencing:
9 March 1987
6 April 1987
28 September 1987
12 & 26 October 1987
9 November 1987

EFFECTIVE TRAINING *for Wardens & Operatives*

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Introduction to Parks Accounting

AIMS:
To provide a practical introduction to accounting procedure on a modern residential or holiday park.
To develop the skill and ability to record and maintain appropriate accounting records and to interpret and analyse such records as an aid to management.

CONTENTS OF UNIT:
Preparation and maintenance of principal books of account used in parks systems: Cash Book, Petty Cash Book, Purchase and Sales Ledger
Entry of day books from base records
Maintenance of suitable wages book, PAYE and Statutory Sick Pay records as they affect full and part-time staff and casual workers
Completion of VAT records and returns
Preparation of cash flow statements
Reconciliation of bank statements
Purpose and use of control accounts
Comparison of single and double entry systems of accounting
Preparation and interpretation of simple trading and Profit and Loss statements
Relationship between cost of sales, gross profit and turnover

DURATION OF COURSE:
One week block

LOCATION:
Evesham College of Further Education

COURSE DATES:
Weeks commencing:
2 & 16 March 1987
27 April 1987
5 & 19 October 1987
2 & 16 November 1987

EFFECTIVE TRAINING *for Wardens & Operatives*

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Reception and Office Administration

AIMS:
To develop an awareness of the vital role of reception work on a modern holiday park.
To develop the social, practical and communicative skills necessary to the receptionist when dealing with people.
To provide training in Reception and Office practice.
To develop an understanding of the importance to an organisation of good appearance and good working habits.

CONTENTS OF UNIT:
Instruction and practice in the use of reception records and charts
Reception area layout and procedures, with emphasis on knowledge of the industry, the area and the park
The techniques of communicating effectively with others to ensure the smooth running of the office.
Office practice including the use of office machinery
Cash control - including calculation of wages, PAYE and banking
Security and Health and Safety procedures

DURATION OF COURSE:
One week block

LOCATION:
Evesham College of Further Education

COURSE DATES:
Weeks commencing:
2 & 16 March 1987
27 April 1987
5 & 19 October 1987
2 & 16 November 1987

EFFECTIVE TRAINING *for Wardens & Operatives*

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Introduction to Park Administration

AIMS:
To enable operatives or potential supervisors to gain a greater understanding of the skills and knowledge required for the efficient day to day running of a modern residential or holiday park.

CONTENTS OF UNIT:
The nature of the home and holiday park; the distinction between different types of units and the procedures and preparation required for the sale or hire
The main provisions of site licences
The provision of park amenities - their efficiency, safety and cost effectiveness
Principles of good park design and layout and factors affecting same
Effective communication with customers and staff
Making effective use of staff and other resources
Job allocation and supervision
Establishing systems and procedures for day to day operations

DURATION OF COURSE:
One week block

LOCATION:
Evesham College of Further Education

COURSE DATES:
Weeks commencing:
9 March 1987
6 April 1987
28 September 1987
12 & 26 October 1987

EFFECTIVE TRAINING *for Wardens & Operatives*

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Introduction to the Legal Aspects of Park Administration

AIMS:
To develop a working knowledge and understanding of:
The principles of the Legal System and its application to the operations of a holiday and home park.
The implications of the law in specific situations arising on such a park.

CONTENTS OF UNIT:
The role of the courts, tribunals and the legal profession
The implications and effects of specific legislation applicable to the holiday and home park (eg the Caravan Sites Act 1968 and the Mobile Homes Act 1975)
Contract Law and its relevance to parks, what is a contract?
How does it affect business transactions for sale, hire and provision of services etc.?
Standard form contracts (eg Park holiday booking forms)
Contracts of employment and the legal duties of employer and employee
The Law of Property with regard to the sale or other disposition of land
Principles of Health and Safety legislation and Occupiers Liability

DURATION OF COURSE:
One week block

LOCATION:
Evesham College of Further Education

COURSE DATES:
Weeks commencing:
9 March 1987
6 April 1987
28 September 1987
12 & 26 October 1987
9 November 1987

EFFECTIVE TRAINING *for Wardens & Operatives*

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

UNIT:
Elements of Retailing

AIMS:
To gain an understanding of the business and operational characteristics of a retail outlet.
To gain an understanding of the principles of retailing and to provide practical experience of their application on a modern holiday park.

CONTENTS OF UNIT:
Identification of the skill areas required for the efficient operation of a retail outlet
Instruction and practice in the keeping of relevant business records
Preparation of effective sales displays
Sales promotional activities
The role of the sales assistant in retailing
The role of a supervisor in a retail outlet
The art of salesmanship
Current retail legislation

DURATION OF COURSE:
One week block

LOCATION:
Pershore College of Horticulture
Avonbank, Pershore, Worcs.

COURSE DATES:
Weeks commencing:
9 March 1987
6 April 1987
28 September 1987
12 & 26 October 1987
9 November 1987

EFFECTIVE TRAINING

CARAVAN, CAMPING AND SELF-CATERING INDUSTRY

MOBILE WORKSHOPS - Some or all of the following series of Workshops can be selected and mixed to provide one or two day seminars for improving effectiveness in Reception, Telephone Techniques or Parks' Communications. The Workshops can be tailored to meet the individual requirements of firms.

1. Speaking and Listening Skills
Consideration and development of the structure and mechanics of speech are recognisably crucial to anyone involved in communicating with others. It is equally important to develop listening skills to the point where we are conscious of (active) listening and correct interpretation.

Content:
Worksheets
Recording own voice - self assessment
Group discussion
Role play

2. Taking/giving Messages
We all take messages at some time - for some of us it is our job, we should become aware of the skills necessary particularly when using the telephone:

Speech
Listening
Telephone technique
Correct and efficient handling of messages
Good working practices
Reading
Location information

Content:
Worksheets
Pre-recorded messages
Role play using telephones
Group discussion
Dealing with telephone answering machines
Video

3. Non Verbal Communication
Possibly the most interesting - least thought about, but fundamentally crucial area of communications (body language).
We consider behaviour - the impression we give and how this affects others. The workshop leads us into the area of complaints and how best to handle difficult situations.

Content:
Pre-recorded video
Worksheets
Videoed Role Play
Group discussion

4. Practical Reception
This workshop simulates a Reception Office and is extremely flexible in that situations can be dealt with on a micro scale - analysing individual situations, reactions, form design, etc., or on a macro scale - coping under pressure, developing systems, etc.
It is hoped students will appreciate the problems involved from both the visitor's and the Receptionist's viewpoint. The workshop is practical but interaction, feedback and discussion of the situations and the students own experiences will be actively encouraged.

Contents:
Role play using pre-set situations, forms and paperwork based on a fictitious park.

5. Telephone Sales Techniques
Anyone handling holiday bookings over the telephone needs to be aware of the fundamental techniques of using the telephone and taking messages. In addition however the attitude and initiative taken by the person taking the call may be crucial to the customer's satisfaction and a successful sale.

Content:
Worksheets on telephone techniques
Video
Group discussion

6. Customer Relations
Handling customers on the telephone removes much of the benefits gained from body language. Many customers have problems - both personal and with their bookings; it is essential that the telephonist becomes objective and does not rely on assumptions made.
The customer may have a speech impediment or may be deaf
The telephonist may be feeling 'down'
The customer may be unsure or vague and need persuasion
These and many other problems, including handling complaints, are dealt with on a role play basis with students being given the opportunity for personal assessment.

Content:
Voice recordings
Video
Role play (in pairs)
Group discussion
Self assessment

The way we and our employees communicate with others is of major importance to anyone dealing with the public - practical workshops give an enjoyable opportunity to learn about techniques and discuss problems.

The above workshops deal with fundamental areas of communication, more specific requirements can be dealt with in ways best suited to your needs.

BRITISH HOLIDAY AND HOME PARKS ASSOCIATION
YOUTH TRAINING SCHEME INFORMATION SHEET

1. **Introduction**
This scheme is designed to attract those young people who wish to pursue a career in the expanding British Holiday and Home Parks industry. It will give them the opportunity to gain the knowledge and develop the skills needed by an employee on a modern holiday or residential park.

2. **Who can apply to join?**
The scheme is open to young men and women who have reached the age of 16 or 17 years.

3. **Who manages the scheme?**
Under the Youth Training Scheme Managing Agencies are the bodies responsible for the provision and administration of training for young people.

The British Holiday and Home Parks Association is the Managing Agent appointed to run this scheme which is presently the only one of its kind for this industry in the UK.

The Association is the only national organisation which exists solely for the protection and benefit of park owners including, park homes, caravans, chalets, tents and all forms of self-catering accommodation. Membership extends to over 3000 parks throughout the British Isles and represents the bulk of all professional park owners.

4. **Course Content**
Training will be given in the following:-

a) Park Administration with emphasis on organising day to day park operations.
b) Communications — being able to speak and write effectively.
c) Keeping books of account used on parks.
d) Understanding the law as it affects parks.
e) Use and maintenance of parks machinery, portable power tools and internal combustion engines.
f) Caravan maintenance.
g) Use of Liquefied Petroleum Gas.
h) Basic landscaping and maintenance.
i) Plumbing and electrical maintenance.
j) Operation of a retail outlet.
k) Reception Skills.
l) Office Practice.
m) The practical applications of the computer to park operations. Units a) to d) will be taken by all trainees who may then choose from the various options and administrative bias, or for those with a more practical flair develop the trade skills necessary in the efficient operation of a modern self-catering leisure park.

5. **Duration**

a) **For 16 year olds**
The scheme will last for 104 weeks to include 36 days holiday plus 16 days Public and Bank holidays.

Planned work experience on a modern leisure park from March until October. The off-the-job training at Evesham College of Further Education will take place between the months of November and February, for a minimum of 35 weeks.

b) **For 17 year olds**
The scheme will last for 52 weeks to include 18 days holiday plus 8 days Public and Bank holidays. A minimum attendance of 7 weeks at Evesham College will take place between the months of November and February.

6. **Location**
Work placements will be provided by approved members of the British Holiday and Home Parks Association.

7. **Accommodation**
Trainees who will necessarily have to live away from home during their off-the-job training will be offered accommodation in a modern residential complex situated in pleasant surroundings convenient to Evesham. The facilities available include a self-service restaurant, laundry and a recreation club equipped with squash and badminton courts. Outdoor activities include fishing and tennis. (see separate leaflet)

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8. **Review and guidance**
Throughout the course provision will be made for trainees progress to be reviewed and for trainees to discuss changes in their programme.

There will also be opportunities for trainees to obtain guidance with their careers and personal problems.

9. **Certificates**
During the course a record is kept of trainees achievements. Trainees who complete more than 12 weeks on the course will be given a YTS Certificate recording those achievements.

10. **Vocational Qualifications**
Trainees who reach the required standard will be given the opportunity to take City and Guilds Level 1 and 2 skill tests leading to the Certificate in Park Operations.

11. **Allowances**

a) **Training Allowance**

i) **Two Year Scheme**
For the first year (52 weeks) trainees will be paid a weekly allowance of £27.30. This increases to £35 per week on commencement of the second year.

ii) **One Year scheme**
For the first 13 weeks of the course trainees will be paid £27.30. From week 14 onwards trainees will be paid £35 per week.

b) **Lodging Allowance**
Where trainees must necessarily live away from home they may claim a lodging allowance through their Manpower Services Commission Area Office.

c) **Home Travel Warrants**
Trainees who receive a lodging allowance will be provided with travel warrants for weekend visits home once every eight weeks. They should apply for these at their Manpower Services Commission Office.

d) **Travel Allowance**
Trainees travel expenses in excess of £3.00 per week will be refunded.

12. **Hours of Attendance**
The normal working week on the park will be 40 hours over five or six days. Where the trainee, by agreement with the Work Provider, works in excess of 40 hours time off in lieu will be given.

During off-the-job training attendance at college will be between the hours of 9 a.m. – 4.30 p.m. Monday to Friday.

13. **Holidays**
Trainees are entitled to 1½ days holiday per month i.e. 18 days per year plus 8 Public or Bank Holidays. Holidays will be taken by prior agreement in accordance with the needs of the training programme and the practices of the industry.

13. **Working Conditions**
Some of the work on holiday and home parks is of a robust and physically demanding nature, much of it outdoors in all weathers. It requires attendance sometimes at unsocial hours. Trainees should be healthy and enjoy working with other people and meeting members of the public.

A basic level of achievement in numeracy and literacy will be required if trainees are to fully benefit from the training provided.

15. **Protective Clothing and Equipment**
Where necessary protective clothing and equipment will be provided, without cost, to trainees.

16. **Selection**
Selection for training on this scheme will be by interview with the approved Work Experience Providers and the scheme organizers. Applications may be made initially to Careers or Job Centres or by writing to the scheme organizers at the following addresses:

British Holiday and Home Parks Association Ltd., Chichester House, 31 Park Road, Gloucester, GL1 1LH. or Evesham College of Further Education, Cheltenham Road, Evesham, Worcs. WR11 6LP.

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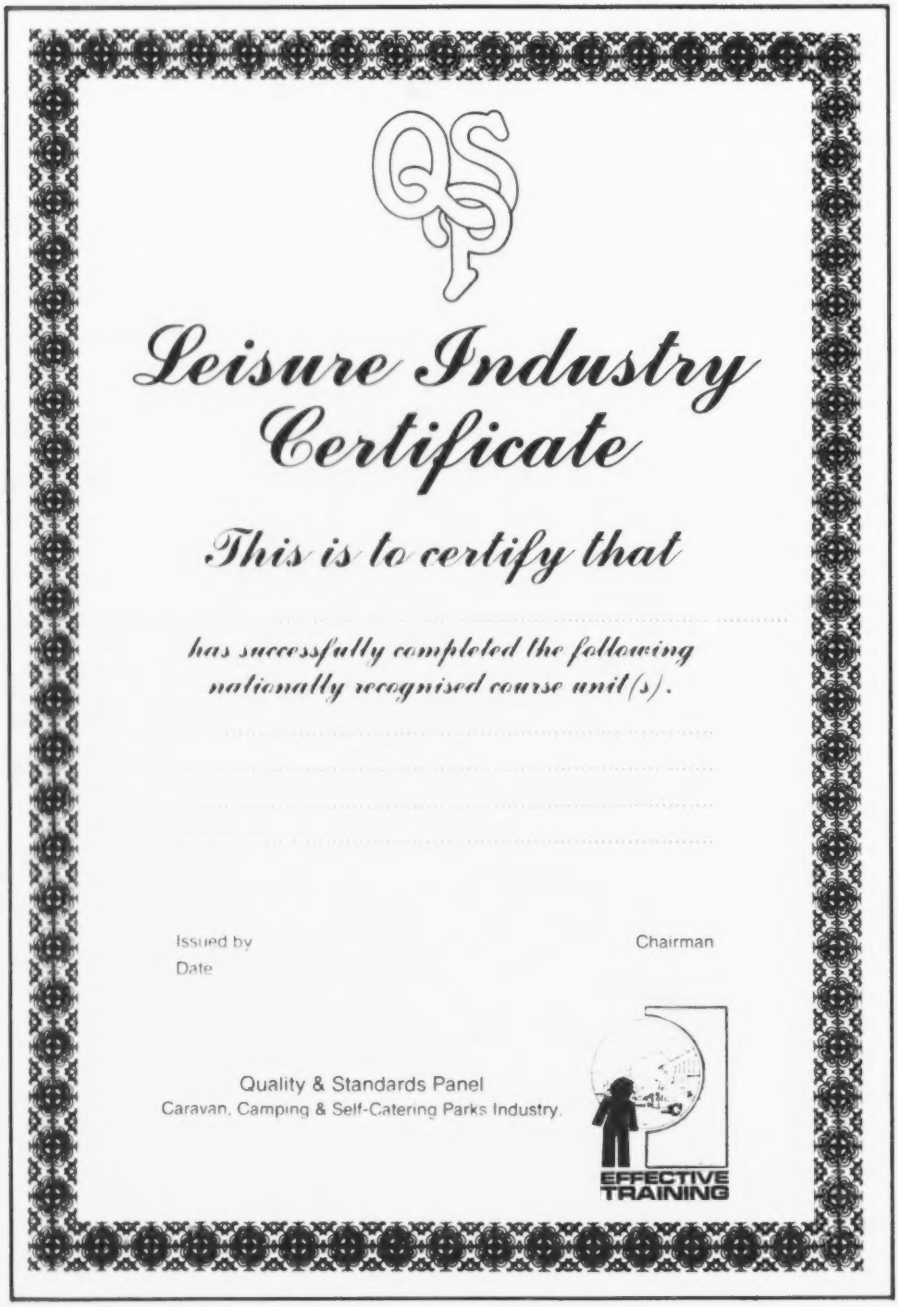
Section III:
Course certificate



Leisure Industry Certificate

This is to certify that

.....

has successfully completed the following nationally recognised course unit(s).

.....

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.....

.....

Issued by

Date

Chairman

Quality & Standards Panel
Caravan, Camping & Self-Catering Parks Industry.

EFFECTIVE TRAINING

FURTHER EDUCATION UNIT

TITLE: Training for the unemployed in camping, caravanning and self-catering parks (RP 295/REPLAN)
STARTING DATE: June 1985
COMPLETION DATE: June 1986

AIMS

(i) To investigate the basic training requirements of unemployed adults who wish to work in the camping, caravanning and self-catering sectors of industry.

(ii) To design and pilot a curriculum, to be delivered in modules or short courses, of training in basic educational and occupational skills, which will enable participants to take up temporary or permanent employment in the industry. Certification and validation acceptable to the industry will be provided.

BACKGROUND

Research into managerial training from the British Holidays/Evesham College Local Collaborative Project, *Managing Caravanning, Camping and Self-Catering Parks*, has disclosed a further area which offers potential employment for unemployed adults (considerable use is made of seasonal labour). With the growth of this industry, park managers are looking for competent employees – albeit casual, and are seeking to improve the standard of the services offered to tourists from Britain and overseas. Basic training for adults in this area has interesting implications for curriculum development. Links have been forged through the LCP with large numbers of parks wishing to encourage training, some of which are prepared to co-operate in both in-house and local college training schemes. It is widely recognised that the industry needs training for employees and a career structure, which it does not now possess. Basic training for unemployed adults seeking work in a park will be provided through introductory modules related to proposed training schemes. Evesham College has close links with its industrial partners at all levels, and with its sister college, Pershore College of Horticulture, some five miles away.

METHOD

(i) A project worker will appraise opportunities for seasonal employment and ascertain the demand for training in caravan parks situated in major holiday areas in England, Wales and Scotland.

(ii) In close co-operation with the British Holidays/Evesham College Local Collaborative Project and the National Federation of Site Operators, a modular curriculum will be designed to meet identified training needs; multidisciplinary support for the proposed teaching programme will be provided by Evesham College's Skills Development Unit.

(iii) A programme of relevant modules and short courses will be promoted, leading to competence-based certification.

(iv) Monitoring and evaluation of the teaching programme and its outcomes will be carried out as the project develops.

OUTCOMES

(i) The establishment and recognition of a curriculum of training leading to seasonal employment in caravan parks. Successful completion of the training should provide some exemption for participants who go on to work for the more advanced Park Warden/Operative Certificate.

(ii) A report, suitable for publication by the FEU, which describes the curriculum development undertaken, with special reference to the process of needs analysis, curriculum design and delivery, and staff development and support requirements.

Project Director: TW Steeple, Vice-Principal, Evesham College of Further Education
Project Worker: Rod Scaife, Evesham College of Further Education
Industrial Consultant: Roy Parry, Managing Director, Leedons Park, Secretary to British Holidays Limited

The Project Steering Committee & Project Team

THE PROJECT STEERING COMMITTEE

TW Steeple (Chairman)
Vice-Principal, Evesham College of Further Education

RG Parry
Owner and Managing Director, Leedons Caravan Park, Director of BHHPA and Secretary of Best of British Holidays Ltd.

PJF Smythe
LCP Research Director

TS Smith
LCP Project Director

RM Scaife
Project Worker

BD Foster
Skills Development Unit, Evesham College of Further Education

JD Crane
Herefordshire Technical College

P Barnard
FEU Development Officer

CJ Seth
Senior County Inspector (FE), Hereford and Worcester LEA

THE PROJECT TEAM

PROJECT DIRECTOR:
Terry Steeple
Vice-Principal, Evesham College of Further Education

PROJECT MANAGER:
Rod Scaife
Lecturer, Evesham College of Further Education

Bruce Foster
Team Leader
Keith Fox
Maintenance and Servicing
Bernie Norman
Health and Safety
Jim Oakley
Practical Work Experience
Irene Punt
Communication and Reception

Liaison took place with those working on other relevant projects. These included:

FEU/PICKUP Project RP293 – Herefordshire Technical College

This project began in April 1985, under the title of 'Updating the Small Business in Catering and Tourism in Rural Areas'. Its Project Director and Project Leader joined the RP295 Steering Committee to ensure that the two projects complemented but did not duplicate each other. Evesham College was also invited to be represented on the Steering Committee of the Hereford Project.

FEU/REPLAN Project RP322 – North Warwickshire College of Technology and Art

This project was entitled 'An Analysis of Training Needs in the Leisure Industries'. Here, again, duplication was avoided and an interchange of relevant experience ensured by cross representation on steering committees.

The Hereford and Worcester LEA REPLAN Education Support Grant Project

To ensure that the outcome of the project at Evesham fitted into any future LEA REPLAN strategy for unemployed adults, the LEA appointed two representatives to the RP295 Steering Committee. Recent developments in the ESG Project have been concerned with strengthening the link with other industrial sectors and projects concerned with tourism. Examples of other industries involved are agriculture, the hotel and catering industry, and the BAGMA (Trade Association).

Hereford Training Action Group for Tourism

In September 1986, the RP295 Project team was represented at the inaugural meeting of the Action Group under the Chairmanship of Dr R Carter, Director of the Heart of England Tourist Board.

The Group was formed out of discussions at a training seminar organised by the Heart of England Tourist Board, English Tourist Board, Department of Employment, and the MSC.

The basic concept was to put together a group of members, representing employers, training providers and the MSC, to provide staff and funds for training events, for example:

- a careers convention in April 1987;
- a seminar on grant aid for small businesses in June 1987;
- discussion groups with the MSC on employment grants.

OPERATOR'S QUESTIONNAIRE

Region: _____

Name of park: _____

Address of park: _____

_____

_____

Telephone number: _____

Contact (owner, manager, etc.): _____

Season: _____

Total area of property: _____ *Total area of park:* _____

% of park to property: _____ *Total area of licenced park:* _____

Wasteland: _____

_____

_____

Utilisation of wasteland: _____

_____

_____

_____

H6

EMPLOYED PERSONNEL

FULL-TIME	PART-TIME	CASUAL

WORK IDENTIFICATION

TASK	FULL-TIME	PART-TIME	CASUAL
Bar			
Cleaners			
Gardener			
Groundsman			
Pool Attendants			
Maintenance			
Shop Assistants			
Recreation			
Entertainment			
Reception			
Office			
Total			

AVERAGE HOURLY PAY

	50p–£1	£1–£2	£2–£3	Above £3
Full-time				
Part-time				
Casual				

AVERAGE TURNOVER

TYPES OF UNITS

TYPES	
Tents	
Caravan	
Trailer Tents	
Chalets/Apartments	
Owner Occupied	
Residential	
Holiday Hire Unit	

Predominant character of park:

Why:

EMPLOYMENT

AGE RANGE OF PEOPLE REQUIRED

16–18	18-25	25-30	30-40	40–50

Required dates for employing personnel:

Use of personnel:

SOURCE OF RECRUITMENT

Newspapers	Jobcentres	Colleges	Schools	Family	Any other

In what areas do you think training is needed?

TASK	NUMBER
Computing	
Retailing	
Reception	
Office	
Parks and Gardens	
Recreational	
Maintenance	
Catering	

Do you think training is needed? YES NO DON'T KNOW

Average turnover of staff:

Why do staff leave?

What basic qualifications would you want from a future employee?

None	CSE	'O' Level	'A' Level

Comments:

Operator's questions:

Signed: _____

Employee questionnaire

Name of park: _____ *Date:* _____

Type of employment (full-time, part-time, casual): _____

Have you received any type of training since leaving school? YES _____ *NO* _____

If YES, what? _____

_____

Employed as (gardener, etc.): _____

If part-time: _____

If given the opportunity would you be prepared to undergo training? YES _____ *NO* _____

If YES, what sort of training? _____

_____

Would you like to make this industry a full-time occupation? YES _____ *NO* _____

Why? _____

What do you see as the most important aspect of working on a park (people, recreation, etc.)? _____

_____

Have you any qualifications? YES _____ *NO* _____

If YES, what? _____

What made you decide to come into this industry? _____

_____

How many hours do you work a week? _____

During these hours of work, what is the average idle time?

In season: _____ *Out of season:* _____

During your regular day, are there times when you are unemployed? _____

_____

Do you think having a qualification will help you find permanent work on a park? YES _____ *NO* _____

How did you find out about this job?

Jobcentres	*Newspapers*	*Colleges*	*Schools*	*Family*	*Any other*

How were you trained for the job you are doing now? _____

_____

Do you think the training was adequate? YES _____ *NO* _____

If NO, what improvements should be made? _____

_____

Further comments:

Summary of skills required at operative level in the self-catering industry

(Level Four of the National Training Programme)

Park maintenance

Site laying
Plumbing
Decorating
Building
Carpentry
Electrics
Gardening
Grass cutting
Gas installation

Machinery maintenance

Motor vehicle maintenance
Garden machinery maintenance
Caravan maintenance

General

First aid
Common law
English
Arithmetic
Safety

Reception

Use of telephone
Bookkeeping
Handling money
Typing
Dealing with people
Computing

Retailing

Shop assistants
Bar staff
Selling of caravans

Hygiene

Cleaning of caravans
Cleaning of toilets
Cleaning of showers

Details of course units for level four of the National Training Programme

Draft Unit in Communication

The focus will be on the development of skills in three areas:

- Oral/aural
- Written
- Non-verbal

AIMS

Development of these skills will enable the trainees to:

- maintain the smooth functioning of their site;
- maintain, foster and improve good relations;
- resolve problems promptly and effectively;
- promote understanding of their role in marketing their place of work;
- promote the overall success of the organisation;
- respond flexibly to a wide range of problematical situations;
- understand the importance of non-verbal factors.

METHOD

The main emphasis will be on the practical application of the skills, which will be developed in workshops designed to meet the objectives which follow.

Activities within these workshops* will centre on both the individual trainee and the group. Trainees will be encouraged to engage in self-assessment with the guidance and support of the group tutor. At the end of each unit an achievement profile will be negotiated. Workshop assignments will meet City and Guilds No. 772 Communication Skills course.

*for details See Appendix 1, Section 2, 'Mobile Workshops'

COVERAGE

SPEAKING AND LISTENING SKILLS

Aims:

- to master the mechanics of speech;
- to structure a message logically;
- to choose an appropriate style of speech;
- to practise effective delivery;
- to be aware of the context of a message;
- to concentrate actively when listening;
- to interpret visual signals, expressions, gestures;
- to practise methods of feedback.

UNDERSTANDING BEHAVIOUR

Aims:

- to think about behaviour and the impression it gives to other people;
- to be more observant about other people's behaviour and therefore understand them and their needs better;
- to make choices about behaviour in order to become better at helping people.

LEARNING OBJECTIVES

RECEIVE AND INTERPRET INFORMATION IN WRITTEN AND GRAPHIC FORM

(i) Read and understand written information in various forms
Examples: letters, forms, memos, notices, instruction manuals, first aid booklets, brochures

(ii) Read and understand tabular and graphic information
Examples: maps, plans, timetables, diagrams

(iii) Read and understand questions and requests
Examples: questionnaires, forms, handouts, worksheets

(iv) Select specific material and information from given sources
Examples: books, manuals, directories, catalogues

COMMUNICATE EFFECTIVELY IN WRITTEN AND GRAPHIC FORM

(i) Organise content and write effectively:
(a) Write with sufficient legibility, spelling, punctuation and grammar to maintain the understanding and confidence of the reader
Examples: memos, messages, forms, questionnaires, worksheets, basic reports on safety procedures, accident reports, letters
(b) Explain and describe objects, processes and events in a logical sequence
Examples: reports, equipment failure
(c) Use of formal writing
Examples: letters, reports, memos
(d) Make notes for written and spoken material for own use

(ii) Formulate questions and requests for a specific purpose
Examples: letters, memos, messages

(iii) Present aural and written information in simple graphic and tabular forms where helpful
Examples: sketches, maps, diagrams

(iv) Present tabular and graphic information in graphic form
Examples: wage slips, bills, sketches, maps, diagrams

RECEIVE AND INTERPRET INFORMATION IN ORAL FORM

(i) Listen to and understand information in oral form:
Identify the relevant points from oral messages
Examples: direct speech, telephone, tape recorder

(ii) Listen to and understand requests
Examples: direct and recorded speech, telephone
Recognise and interpret the importance of non-verbal factors
Examples: gesture, posture, facial expression, tone, sounds

(iii) Identify statements which are/are not supported by evidence within a given situation:
(a) distinguish fact from opinion;
(b) identify emotive words and phrases;
(c) identify ambiguous or confusing statements.
Examples: direct and recorded speech, report complaints, requests

COMMUNICATE EFFECTIVELY IN ORAL FORM

(i) Organise content and communicate effectively:
(a) speak audibly;
(b) explain and describe objects/processes/events in a logical sequence.
Examples: direct speech, telephone, tape recorders

(ii) Formulate questions and requests for a specific purpose
Examples: direct speech, telephone, tape recorders

(iii) Explain tabular and graphic information in oral form
Examples: wage slips, bills, sketches, maps, diagrams

Draft Unit in Reception

The focus will be on the personal development and understanding of skills in four areas:

- Reception skills
- Communication skills
- Personal/social skills
- Security

AIMS

- To develop an awareness of the role and importance of reception work within the industry.
- To develop the social, practical and communication skills necessary when dealing with people.
- To provide an opportunity to practise reception and office skills.
- To develop an awareness of the role of the trainee in promoting the overall success of the organisation.

METHOD

In order to meet the main aims of the unit, trainees will be expected to practise their skills in a simulated reception area, on a fictitious site. This will enable the trainee to experience situations that arise during a busy period, both as a receptionist and as a visitor. The trainee's ability to deal with, for example, enquiries, booking procedures, complaints and telephone conversations concerns some of the skills that will be tested.

Discussions will take place on how a variety of situations can best be handled. The trainees will be encouraged to explore the choices of action that are available and their own role and responsibility in making that choice. The simulation will be videoed, allowing the trainees to see how they project themselves and use body language.

COVERAGE: LEARNING OBJECTIVES

RECEPTION SKILLS

To be aware of and understand the importance of:

(i) the layout of the reception area
Examples: locate information and materials

(ii) office reception
Examples: diaries, memo pads, complaints book, lost-and-found book, booking and accommodation charts, telephone message pads, booking procedures, advertising literature, notice boards, basic knowledge of information technology

(iii) the correct use of office equipment
Examples: switchboard, telephone equipment

(iv) recording information effectively
Examples: telephone messages, memos

(v) a basic knowledge of the local area
Examples: local facilities, local transport services

COMMUNICATION SKILLS

To be aware of and understand the importance of

(i) telephone technique
Examples: make and receive calls; speak clearly and articulately when giving information; ask appropriate questions in order to clarify understanding; make useful and appropriate notes.

(ii) effective written communication
Examples: memos, messages, forms, reports, letters

(iii) effective oral communication
Examples: greeting residents and visitors, giving directions, dealing with enquiries

PERSONAL/SOCIAL SKILLS

To be aware of and understand the importance of

(i) the initial contact
Examples: greeting residents, visitors, business callers

(ii) using tact, patience and consideration
Examples: difficult clients and situations

(iii) dealing with difficult situations
Examples: complaints

(iv) team work when working with colleagues

(v) the need for organisation and punctuality

(vi) personal appearance, hygiene

SECURITY

To be aware of the importance of

(i) site rules

(ii) the need for security of buildings, life and property

(iii) methods of security for cash/safe

(iv) confidentiality

(v) procedures for dealing with lost-and-found property/people

(vi) procedures for dealing with difficult situations, e.g. outsiders

The focus will be on personal development and understanding of skills in the ten areas.

Draft Unit in Maintenance/Servicing

AIMS

- To provide an understanding of the requirements for the proper installation of sanitation and plumbing systems used in caravan/leisure parks.
- To develop the practical skills needed to operate properly and maintain those systems.
- To provide an understanding of domestic electrical circuits and appliances, and to develop the practical skills needed to identify and rectify faults in them.
- To develop the basic woodwork skills required to carry out simple carpentry repairs.
- To develop the general building skills needed to construct simple brick and concrete structures.
- To develop the basic techniques of painting.

METHOD

The main emphasis will be on the trainee acquiring practical skills on completion of the skill units in the following areas:

- Plumbing
- Sanitation
- Electrical maintenance
- General building skills
- Health and safety (e.g. first aid)

COVERAGE

Area 1: PLUMBING

On completion of this unit, the trainee should be able to:

- demonstrate the use and care of hand tools and power tools;
- explain how water is supplied to property;
- explain how service pipes are connected to the mains;
- explain how service pipes are laid and protected underground;
- describe the methods used to identify underground pipes;
- describe the layout and pipework arrangements for cold water systems of the storage and non-storage types;
- describe the layout and pipework arrangements for direct and indirect hot water systems;
- recognise and identify types, sizes and names of pipes used in cold water systems;
- locate control valves, draining taps, safety valves and air release pipes;
- drain cold water and hot water systems;
- join all types of pipes used in cold water and hot water systems by means of compression fittings of the manipulative type, capillary fittings – Yorkshire and end-feed – and common plumbing fittings in copper;
- recognise and identify types of stop valves and gate valves;
- maintain or replace taps, stop valves and gate valves;
- effect temporary or permanent repairs to burst pipes;
- demonstrate a knowledge of the materials and methods used in protection of pipes and tanks against frost;
- demonstrate a knowledge of precautionary methods for overwintering with particular reference to caravans.

Area 2: PIPES AND FITTINGS

Practical test: fabricate a test piece of copper pipe joined by a non-manipulative compression fitting and two types of capillary fittings.

The test is to assess whether the candidate can:

- cut the copper pipe accurately to given dimensions;
- prepare the ends of the pipe for both compression and capillary fittings;
- correctly connect the prepared pipes to the three types of fittings.

Area 3: TAPS

Practical test: renew the washers on two types of taps.

The test is to assess whether the candidate can:

- dismantle a Bib and Supa tap in the correct order, using the appropriate tools;
- select and fit the correct washers to both types of tap;
- reassemble the taps and test for efficient operation.

Area 4: SANITATION

On completion of this unit the trainee should be able to:

- demonstrate a knowledge of the building regulations in relation to sanitary appliances and pipework, drainage and sewage;
- recognise and identify types of ball valves for cisterns and tanks;
- diagnose and rectify faults in ball valves and flushing cisterns;
- recognise and identify pipes of various materials used for sanitation and waste disposal;
- demonstrate a knowledge of the methods of joining and fixing pipework for sanitation and waste disposal;
- connect soil and waste pipes to drains;
- locate and clear blockages in sanitation and waste systems;
- demonstrate a knowledge of the general site layout of a sewage disposal system suitable for a caravan site;
- recognise, identify and join types of drainage and sewage pipes;
- demonstrate a knowledge of the methods of testing and clearing drains, using rods and chemicals.

Area 5: WASTE DISPOSAL

Practical test: mock up a 32mm drainage system-sink to gully.

The test is to assess whether the candidate can:

- select the appropriate fittings for the test;
- cut plastic pipe accurately to the right dimensions;
- clean and prepare the ends of the pipe for connection to the fittings;
- connect and secure the pipework and fittings from sink to gully;
- test for efficient operation.

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Area 6: CISTERNS

Practical test: overhaul a WC cistern.

The test is to assess whether the candidate can:

- dismantle a modern low-level cistern in the correct order, using suitable tools;
- select and fit the correct syphonic diaphragms and ball-valve washer;
- reassemble the cistern and set the water level;
- test for efficient operation.

Area 7: ELECTRICAL MAINTENANCE

On completion of this unit the trainee should be able to:

- recognise and identify the items that make up a consumer unit;
- demonstrate the ability to read a meter and check that a payment meter is functioning;
- explain the difference between fuses and miniature circuit breakers, and identify differently rate fuses;
- demonstrate how to isolate circuits on caravans prior to rectifying faults;
- explain why dwellings and appliances must be earthed;
- demonstrate a knowledge of the function of a ring-circuit system;
- recognise and identify various types of cables used and explain their applications;
- demonstrate an understanding of the colour coding of cables and flexes;
- prepare cables prior to wiring of appliances;
- recognise faulty cables and flexes;
- demonstrate an understanding of the rating values of domestic electrical appliances;
- wire a plug conforming to BS1363 to a safe standard;
- identify the fuse ratings required to safeguard various electrical appliances;
- test for safe working operation of electrical appliances;
- demonstrate the use of electrical test equipment;
- maintain tools used for electrical maintenance.

Practical test: connect a modern three-pin fused plug to a length of three-core electrical cable with up-to-date colour coding.

The test is to assess whether the candidate can:

- strip the outer and inner sheaths of the cable to the correct lengths;
- securely connect the cable cores to the correct terminals;
- securely clamp the whole of the outer sheath of the cable to the body of the plug.

Area 8: GENERAL BUILDING SKILLS

On completion of this unit the trainee should be able to:

Brickwork

- identify and use the range of tools and equipment for bricklaying;
- measure and mix appropriate mortars in the right proportions for a variety of situations;
- explain the basic principles of bonding bricks;
- trowel mortar and lay bricks correctly;
- make good horizontal and vertical joints;

Concrete

- explain the applications of various types of concrete mixes;
- demonstrate a knowledge of basic formwork construction;
- measure and mix concrete in the correct proportions;
- lay and consolidate concrete to a suitable finish;

Painting

- identify, use and maintain brushes, scrapes and associated tools;
- explain the applications and uses of various types of paints and thinners;
- calculate quantities of paint and materials required for specific purposes;
- prepare any surface for painting;
- apply the whole range of paints;

Practical test:

Brickwork

Build a four-cornered test piece in brick, using stretcher bond to given dimensions.

The test is to assess whether the candidate can:

- prepare and mix mortar in the right proportions;
- correctly lay out tools and materials;
- trowel the mortar and lay bricks correctly;
- make good all joints to the required standard;

Concrete

Lay a concrete slab.

The test is to assess whether the candidate can:

- prepare and construct shuttering to given dimensions;
- prepare and mix concrete in the right proportions using correct aggregates;
- lay and consolidate concrete;
- level and smooth the concrete to the required finish.

Painting

Repaint a section of door or window.

The test is to assess whether the candidate can:

- use a blowlamp and the correct scraper to remove the existing paint;
- sand down, dust off and treat knobs where necessary;
- select the correct size of paintbrush, prime the surface and make good any defects;
- apply the appropriate number of undercoats and gloss coats, using the correct techniques;
- properly clean work area and tools.

Area 9: WOODWORK

On completion of this unit the trainee should be able to:

- demonstrate a knowledge of the purchase, use and maintenance of the four main groups of hand tools: saws, planes, marking-out and cutting/boring tools;
- demonstrate a knowledge of the range, applications and uses of hand-powered tools;
- recognise and identify the range, applications and sizes of commonly used commercial timbers and manufactured boards;
- measure, cut and plane rough-sawn timbers accurately to given dimensions;
- mark, cut out and fit the commonly used constructional joints, i.e. mortise and tenon, halving, lap and dovetail;
- recognise, identify and fit the range of hardware used on a typical caravan/leisure park, e.g. hinges, locks, etc.

Practical test: construct a test piece in softwood, incorporating a mortise and tenon, halving and dovetail joint.

The test is to assess whether the candidate can:

- plane a rough-sawn piece of softwood accurately to given dimensions;
- mark out all the joints accurately and in the correct sequence;
- cut and fit the joints to the required standard;
- assemble and finish the test piece.

Draft Unit in Health and Safety

It is essential that this unit be taught as an integral part of the other three units. The prevention of accidents should be stressed, as should the need for a clean and tidy work area to avoid accidents and health hazards.

The trainee should be able to:

- recognise potential health and safety hazards and outline methods of prevention;
- state the procedures to be followed in the event of fire or other emergencies;
- state the procedures to be followed in the event of accidents, illness and death;
- demonstrate an understanding of the legal responsibilities of the employer, employee and general public with regard to safety on the site;
- demonstrate a knowledge of the need to use protective clothing and footwear;
- demonstrate a clear understanding of procedures to be followed for the safe handling and storage of tools, machinery and materials.

Woodwork

- the application, use and maintenance of the main groups of hand tools, i.e. saws, planes, marking and measuring tools, and cutting/boring tools. The trainees practised the techniques of grinding, honing and saw sharpening on various items of equipment which they themselves brought into college;
- the purchase and use of timbers and manufactured boards;
- planing of rough-sawn timber accurately to given dimensions;
- marking;
- cutting out and fitting basic constructional joints, i.e. halving, lap and dovetail;
- marking out and fitting butt hinges and a mortise lock.

Building skills

- Working in pairs, the trainees spent a minimum of six hours on brickwork. This involved the construction of a test piece in stretcher bond, incorporating two corners, eight courses high, and infill using a bricklayer's line and pins. All joints had to be made good.

Painting and decorating

- Working in pairs, the trainees spent a minimum of six hours redecorating a mock-up room. This entailed stripping old wallpaper, making good the walls, sizing and re-papering.

Plumbing

- At least six hours were spent on an introduction to plumbing. During this period there were several talks and discussions on the workings of hot and cold water systems, including all relevant pipes and fittings. Demonstrations were given on the functions and maintenance of taps, WC cisterns, and the bending of copper pipes. Following these, each trainee completed a test piece involving the preparation of two short lengths of copper pipe and connection to capillary fittings and a compression fitting. Those trainees who needed it were given practice in the bending of copper pipe using a spring.

Glazing

- A demonstration of the techniques of reglazing was given as the trainees practised in a mock environment.

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OBJECTIVES

The objectives for which **The Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;

b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;

c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;

d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.